

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JAN 22 PM 4:32 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name		Vendor ID #	Mailing address line 1	
Navarro ISD		094903	6450 N SH 123	
Mailing address line 2		City	State	ZIP Code
		Seguin	TX	78155-
County-			US Congressional	
District #	Campus number and name	ESC Region #	District #	DUNS #
094903	Navarro Intermediate – 102	13	15	193070174
	Navarro Elementary – 101			
	Navarro Junior High - 041			
Primary Contact				
First name	M.I.	Last name	Title	
Bobbi		Supak	Director of Curriculum	
Telephone #	Email address		FAX #	
830-372-1930	Bobbi.supak@nisd.us		830-372-1853	
Secondary Contact				
First name	M.I.	Last name	Title	
Kim		Schlichting	Elementary Principal	
Telephone #	Email address		FAX #	
830-372-1933	kim.schlichting@nisd.us		830-379-3145	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dee		Carter	Superintendent
Telephone #	Email address		FAX #
830-372-1930	Dee.carter@nisd.us		830-372-1853
Signature (blue ink preferred)			Date signed

January 22, 2014

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #1—General Information (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Teaching, growing, inspiring, leadership, commitment, and courage are all components of an effective school and effective school district. In order to allow all of these things to occur the following components will be addressed if the educator excellence grant is awarded:

- 1) Implement instructional coaches on three campuses
- 2) Implement grade level/department level leaders to promote teacher leadership and growth
- 3) Align instructional practices to produce more effective vertical and horizontal implementation of best practices
- 4) Create an induction model to retain new teachers and promote growth in mentor teachers
- 5) Create time for teacher collaboration and professional development
- 6) Promote teacher growth and development through alignment to new teacher standards (as proposed by TEA)
- 7) Increase performance on targeted areas of standardized assessments

To align with the program goals of induction and mentoring; evaluation; professional development and collaboration; strategic compensation and retention; and career pathways, the district will create three distinct initiatives to ensure instructional and professional growth. The major component of the plan will be instructional coaches to help guide the district towards excellence by continuing the work of district initiatives such as book study opportunities, work in The Fundamental Five practices of instruction, and targeted data analysis. An instructional coaching, by definition, is one who instructs or trains on instructional practices and pedagogy. This position at the three dedicated campuses would allow on-campus, real-time support for all teachers. Currently the district has one curriculum director, one instructional technologist, and three campus principals for over 1,100 students that would be affected by the grant. This would allow teachers to have an on-campus coach to support the instructional needs on a daily basis, provide leadership opportunities for teachers, implement mentoring practices, and analyze data.

While the role of the coach will be similar, each campus will utilize the instructional coach in a distinct way. The elementary coach will be utilized to continue the work started this year by the campus principal in aligning instructional practices. The K-1 environment is very diverse and practices can vary from one classroom to the next. With six teachers per grade level, alignment and consistency would be a target area. The coach will support teachers with the teacher standard 1: Instructional Planning and Delivery. This position will build on the strengths of the classroom teachers and align all of the best practices to meet the needs of the entire campus. The candidate selected for the position will have a background in solid instructional practices, proven teacher leadership, and Reading/ELA or Math/Science.

The role of the instructional coach on the Intermediate (grades 4-6) campus will be to develop not only campus leaders, but student leaders. Training will take place in the Spring on Steven Covey's Seven Habits of Highly Effective Kids and Leader in Me schools. This is a fundamental time in education and the coach's role will be to not only work with teachers to analyze data and discuss best practices, but also to create a campus theme of leadership to support the campus. Data for all elements will be recorded through Eduphoria which is currently being accomplished for basic benchmark and STAAR testing data. Data collection will be expanded through this initiative. The candidate selected for the position will have a background in solid instructional practices, proven teacher leadership, and Reading/ELA or Math/Science.

The Junior High (grades 7-8) campus will utilize the coach to guide the campus to a 1:1 Initiative. The campus started the process of researching the 1:1 and iPads. The district did hire an instructional technologist district wide in order to assist with this process. The teachers have had monthly release time to learn instructional strategies for the 21st century learner and how to transform classrooms through technology. While the current technologist services the entire district (100 plus teachers), the instructional coach on the junior high will be dedicated to the campus to support not only instructional technology needs, but instructional alignment through data and best practices as well. The candidate selected for the position will have a background in solid instructional practices, proven teacher leadership, and instructional technology.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The second program goal would be career pathways. Teacher leadership positions will be created by content areas for the campus. These positions will be open for current teachers and would be a stipend, after-regular duty assignment. The leadership positions will allow the district to have vertical and horizontal alignment by content area across the three campuses. The teacher leaders will meet on a regular basis to analyze data, instructional practices, and ensure alignment. This will create a solid foundational team to increase instructional and professional growth.

Aligning with the goals of the Educator Excellence in Innovation Grant, the following will be addressed:

Induction and Mentoring – Through this grant, the district can create a new teacher induction model to help guide and support novice teachers in the district. Currently, informal campus mentors and book study opportunities provide support, but there is not a formalized process to keep our new teachers engaged, supported, and in the profession. The district will create a 2 year induction program for new teachers to focus on professional learning communities.

Evaluation – Currently the district uses PDAS, with the newly revised teacher standards, an instructional coach at three campuses can focus on instructional planning and delivery, students and student learning, teacher understanding of content and related pedagogy, creation of a learning environment, data-driven practice, and professional practices and responsibilities. The current system the district uses focuses on a formal observation and a minimum of six walk-throughs throughout the year (this was new for the district this year.) The current system will be expanded in order to analyze data from learning walks and walk-throughs and focus professional learning communities around learning through the new teacher standards and utilizing the Fundamental Five of quality instruction.

Professional Development and Collaboration – Through the creation of an instructional coach and department leaders at each campus, ongoing continuous professional learning communities can be established. Campuses currently have one leader –the principal. The instructional coach will serve as an instructional leader in a support role to help support, nurture, and guide learning in all classrooms through best practices teaching and learning, and follow-up support. The department leads will support continual conversation and vertical and horizontal alignment through pedagogical understanding and influence. Campuses will be able to truly implement professional learning communities and target learning for both teachers and students.

Strategic Compensation and Retention – The strategic compensation plan centers around the creation of three Instructional coaching positions. Also, stipends for department level leaders will be added to compensate teachers for taking a leadership role on his or her campus in regard to student engagement and learning, best practices instruction, and data-driven decisions. Stipends for new teacher mentors will also be an integral part of the program.

Career Pathways – Career pathways will be created for teachers by adding instructional coaches and department leaders at the three campuses. Teachers will participate in professional learning communities, book study opportunities, data analysis, and be given numerous opportunities to become leaders on his or her campus.

With the addition of Educator Excellence grant funds, the district can further enhance the path towards the district vision of "providing a safe, positive environment cultivating creative problem solvers that make sound, ethical decisions."

The vision goes on to state the following:

We value relationships

We engage learners

We foster resilience and confidence

We encourage forward thinking

The grant funds will allow us to meet program goals and guide not only our students towards excellence, but our valued educators as well.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary								
County-district number or vendor ID: 094903		Amendment # (for amendments only):						
Program authority: General A0ppropriations Act, Article III, Rider 47, 83 rd Texas Legislature								
Project period: April 1, 2014, through August 31, 2016								
Fund code: 429								
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/15 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$274,000	\$	\$274,000	\$283,000	\$	\$283,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,000	\$	\$9,000	\$7,000	\$	\$7,000
Schedule #9	Supplies and Materials (6300)	6300	\$13,500	\$	\$13,500	\$8,500	\$	\$8,500
Schedule #10	Other Operating Costs (6400)	6400	\$7,000	\$	\$7,000	\$5,000	\$	\$5,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$	\$0	\$0	\$	\$0
Total direct costs:			\$303,500	\$	\$303,500	\$303,500	\$	\$303,500
Percentage% indirect costs (see note):			N/A	\$	\$0	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$303,500	\$	\$303,500	\$303,500	\$	\$303,500
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1		Year 2			
			\$303,500		\$303,500			
Percentage limit on administrative costs established for the program (10%):			.10		.10			
Multiply and round down to the nearest whole dollar. Enter the result:			\$30,350		\$30,350			
This is the maximum amount allowable for administrative costs, including indirect costs:								

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 094903			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Instructional Coach		3		\$209,000	\$215,000
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$209,000	\$215,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay			\$30,000	\$30,000
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$35,000	\$38,000
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$274,000	\$283,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 094903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 094903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$9,000	\$7,000	
(Sum of lines a, b, c, and d) Grand total		\$9,000	\$7,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 094903					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop	Facilitate meetings and instruction	3	1000	\$4200	\$0
	2	iPad	Facilitate instructional practices	3	\$400		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$9,300	\$8,500
Grand total:						\$13,500	\$8,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 094903		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$7,000	\$5,000
Grand total:		\$7,000	\$5,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 094903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1151	
Category	Number	Percentage	Category	Percentage
African American	16	1%	Attendance rate	96.3%
Hispanic	517	45%	Annual dropout rate (Gr 9-12)	N/A
White	615	53%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	80%
Asian	4	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	17%
Economically disadvantaged	480	42%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	36	3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	190	17%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	7	9%	Bachelor's degree	54	67%
White	74	91%	Master's degree	27	33%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	24	30%	Avg. salary, 1-5 years exp.	\$38,830	N/A
6-10 years exp.	9	11%	Avg. salary, 6-10 years exp.	\$40,661	N/A
11-20 years exp.	31	38%	Avg. salary, 11-20 years exp.	\$46,539	N/A
Over 20 years exp.	17	21%	Avg. salary, over 20 years exp.	\$52,969	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	40	110	106	117	117	119	136	123	143	140	0	0	0	0	1151
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	40	110	106	117	117	119	136	123	143	140	0	0	0	0	1151

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	5	6	6	6	6	6	6	7	6	0	0	0	0	56
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	5	6	6	6	6	6	6	7	6	0	0	0	0	56

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Schedule #13—Needs Assessment

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After reviewing prior year data and considering the NISD shared vision, The Board of Trustees sets annual goals with measurable indicators. For 2013-2014 goals and measure related to this grant opportunity are:

- 1) Make significant progress toward increased student achievement while meeting and exceeding standards in all four indices of the state accountability system.
- 2) Meet individual academic needs, support the social and emotional growth of our students, and promote college and workforce readiness.
- 3) Assure well-staffed schools comprised of highly qualified and competitively compensated, valued team members.

Then, each campus completes a comprehensive needs assessment with the campus site-base committee relative to Board goals and the unique needs of the campus, the needs assessment is based on the following data:

- 1) Community/Parent and Staff Survey Results
- 2) Campus discipline data
- 3) STAAR Results
- 4) Attendance Data
- 5) Curriculum and Professional Development Needs
- 6) School Climate
- 7) Technology Needs (hardware and software)
- 8) Facilities Needs

Once the basic needs have been developed within the categories, the committee looks at reasonable and realistic timelines to create outcomes. The desired activities and outcomes are then noted in the campus improvement plans. Needs are prioritized based on student/staff safety, instructional needs, and then wants.

The district recently purchased a license to Plan 4 Learning which will enable the campus and district improvement plans to be analyzed on a quarterly basis through performance measures. The site base committees will analyze progress towards goals.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Development of a systematic approach to instructional practices. The district currently has a curriculum management process for alignment of TEKS, but the need for aligned instructional practices is evident among classes in a grade level and between grade levels and campuses.	Currently, the elementary campus is working on aligned instructional practices. Through the addition of an instructional coach, campuses can analyze current instructional practices, collaborate with teachers on best practices, and ensure that all students, no matter what class they are in, are afforded the opportunity to learn from master teachers with solid foundations in Instructional approaches and practices.
2.	Targeted Improvements in performance on standardized assessment including, but not limited to, Writing Performance and Advanced Performance Measures.	The instructional coaching positions will provide expertise and knowledge to target focus areas and work with teachers to change instruction and grow in the profession. This will also be facilitated through the additional compensation for teachers in identified need areas through extended time on planning, development, and data disaggregation.
3.	Need to provide consistent high quality professional development opportunities within the district with follow-up to support best practices.	The Instructional coaches will attend seminars and conferences in best practices and bring that information to the teachers in the district. This will allow the district to implement the train the trainer module and create staff developers in our district personnel.
4.	Need to expand and develop our new teacher induction/mentor system, thus retaining high quality educators.	Currently the district has a very limited new teacher induction/mentor system. This grant will allow for the development of a program to match best practices and improve the new teacher retention rate in the district.
5.	Opportunity for teacher collaboration and targeted professional development.	The 3 instructional coaches (1 per campus) will provide expertise on student performance and teacher growth. The position would be dedicated to working with and supporting teachers through best practices instruction and targeted professional development opportunities.

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Schedule #14—Management Plan

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Elem. Instructional Coach	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 5 years minimum as a classroom teacher, Valid Texas Teaching Certification required and Administrative Certification or Master's Degree preferred
2.	Intermediate Instructional Coach	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 5 years minimum as a classroom teacher, Valid Texas Teaching Certification required and Administrative Certification or Master's Degree preferred
3.	Junior High Instructional Coach	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 5 years minimum as a classroom teacher, Valid Texas Teaching Certification required and Administrative Certification or Master's Degree preferred
4.	Department/Grade Level Team Leaders	Application process of current teachers aligned with program goals. Minimum 3 years teaching experience, strong classroom management skills, strong instructional focus, dedication to teacher leadership
5.	Mentor Teachers	Application process of current teachers. Minimum of 3 years teaching experience, strong classroom management and organizational skills, dedication to teacher leadership.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teacher Collaboration and Targeted Professional Development	1. Creation of Professional Learning Communities	08/20/2014	08/31/2016
		2. Targeted Professional Development	06/02/2014	08/31/2016
		3. Common Teacher Planning Time	08/20/2014	08/31/2016
		4. Hire Instructional Coaches	04/20/2014	06/20/2014
		5. Assign Campus Department Leaders	07/25/2014	08/20/2014
2.	Targeted Improvements on Standardized Assessments	1. STAAR 2015 Performance Measures	05/15/2016	08/20/2016
		2. STAAR 2016 Performance Measures	05/15/2016	08/20/2016
		3.		
		4.		
		5.		
3.	High Quality Professional Development Opportunities within District	1. Creation of Professional Development Calendar	04/20/2014	06/01/2015
		2. Creation of PD Calendar Year 2	04/20/2015	06/01/2016
		3. Staff Surveys on PD Offerings	08/20/2014	08/20/2016
		4. Creation of Professional Learning Communities	06/01/2014	08/20/2016
		5.		
4.	Expand New Teacher Induction/Mentor Program	1. Create program goals	06/01/2014	08/20/2014
		2. Assign campus mentors to new teachers	08/20/2014	08/20/2016
		3. Support of new teachers by instructional coach	08/20/2014	08/20/2016
		4.		
		5.		
5.	Systematic Approach to Instructional Practices	1. Needs assessment of current practices	04/20/2014	08/20/2015
		2. Creation of instructional alignment document	09/01/2014	01/04/2015
		3. Creation of aligned best practices document	01/04/2015	05/31/2015
		4. Continuation of created documents and practices	06/01/2015	08/20/2016
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has multiple forms of feedback and continuous improvement. The school board creates annual goals after a workshop. The annual goals are then communicated to district and campus administrators. Campus administrators take the goals to their campus site base teams and a comprehensive needs assessment and campus improvement plan are created aligned to the board identified goals. After the completion of the campus improvement plan a district improvement plan is created using the same system with the district site base committee which includes business and community members, staff members, and parents. The district committee then meets quarterly to analyze progress towards goals utilizing Plan4Learning.

The district has the site base committee, a Superintendent Advisory Council, an Academic Planning Team, SHAC, and a HB 5 Community and Student Engagement Team. Each of these groups has a role in regards to communication, development of improvement plans, surveys, and communication tools.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, we have an active Academic Planning Team that includes one teacher per grade level district wide. This team meets monthly with the focus on instruction. The newly developed grant positions would be able to facilitate the conversation long after the once a month meeting in order to ensure that not only meetings are occurring, but that instructional change is occurring. The development of the instructional coaching positions would be facilitated by the Director of Curriculum and the campus principals. The new positions will be considered a "team of three" to facilitate learning communities within the district. Professional Learning Communities time take and opportunity and this will be collaborated through monthly dialogue and checkpoints to ensure that all parties are on target with the 5 identified needs of the grant. Since we are a relatively small district, coordinating efforts to maximize effectiveness is key. As we look at the coaches, we will ensure that each coach brings a content strength to the table. This will allow the district to have solid content expertise in three areas such as Math, ELA, and Technology. This way as a coach is assigned to one campus he/she can also assist with targeted needs of other campuses. The other project participants, the teachers and learning community, will have regularly scheduled meetings, observations, data discussions, etc. with the coaches and administration to determine the effectiveness of the program. The overall goal is to improve teacher quality and student performance so those two items would always be at the top of the list when looking at commitment and success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Time for teacher collaboration and targeted professional development	1.	Weekly grade level meetings
		2.	Weekly instructional meetings with Instructional Coach and Special Tchrs.
		3.	Weekly data review with principal/counselor/lead teacher
2.	Increased performance on targeted standardized assessments	1.	Benchmark Testing Data
		2.	Eduphoria Comparative Data Analysis
		3.	Intervention Program Data Analysis
3.	High quality professional development	1.	Positive Teacher Evaluations
		2.	Strategies that can be applied immediately in the classroom
		3.	Incorporation of skills as evidenced in walkthroughs
4.	Evaluation of a teacher induction model	1.	Teacher feedback as reflected in surveys
		2.	Increase in use of instructional resources and technology (walkthroughs)
		3.	Increased effectiveness in RTI data collection and interventions
5.	Development of systematic approach to instructional practices	1.	Development of grade level plans that promote consistency
		2.	Increase in use of "best practices" as reflected in walkthroughs
		3.	Increase in vertical alignment

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eduphoria and technology based educational programs, testing, and interventions such as Study Island, STAR Early Literacy, and Istations will provide chartable data to measure student progress. These resources will help determine the objective areas that need to be addressed through teacher staff development as opposed to individual student intervention.

Attendance data is collected and reviewed monthly. This includes tardy and early sign outs due to the significant amount of time loss than can accrue. Students with significant absents will receive either a home visit by the principal or counselor, a truancy letter, or with the third truancy letter a possible filing with the local truancy court. Efforts to seek out the true causes for an individual student's truancy will be made and assistance or remedies offered to increase student attendance.

The Implementation of instructional coaches at campuses will have fewer problems with buy in by teachers if job descriptions of coaches are shared with all staff, and the benefits of the new position to classroom teachers are illustrated well before the position is filled. The fact that coaches do not have an evaluative role should be emphasized so that classroom teachers will be more accepting of suggestions and resources.

The most important qualification for a coach will be interpersonal skills with other adults. It is often not a person's mastery of content, but the ineffective communication among adults that creates the problems associated with such a position. Principals will need to provide opportunities for self reflection of a coach so that the coach has an opportunity to seek assistance for problems that may occur. Teachers also will need to have avenues for sharing concerns and problems with the principal such as through conferences or written correspondence. Training for coaches will be an integral and ongoing necessity to hone a coach's skills.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

We know that in this profession about 46% of all novice teachers drop out of teaching before their fifth year and 14% drop out the first year. Establishing an effective new teacher induction program into our district would help by increasing teacher competency and in turn, directly impact student achievement. Having an induction program would help novice teachers develop strategies for classroom management and teaching styles that can later be utilized throughout their career, and hopefully inspire them to remain in our district, where their initial efforts were well-supported. Currently, we offer five days of training before school starts to all our new teachers. The new teachers also participate in two required book studies that help build their professionalism as a classroom teacher and their relationships with colleagues. Additionally, at our elementary and intermediate schools, teachers have common planning periods by grade level and they meet weekly as a team to plan and discuss. The administrators at these two schools also meet with staff monthly in grade level teams to discuss RTI goals and other instructional needs.

However, we do not have a formal induction or mentor program in place currently. With this grant we would have the ability to provide content support as well as instructional best practices support for our novice and new to the district teachers. These are the six goals that we would like to build into our new induction program:

1. To improve teaching performance
2. To support standards-based teaching and learning
3. To increase teacher retention during the induction years and beyond
4. To promote the personal and professional well-being of novice teachers
5. To satisfy public and political concern/pressure related to the competency of novice teachers
6. To transmit the culture of the system to novice teachers

To best support this induction program we would incorporate the following components into a two year program:

1. Materials on district/school regulations printed or available online
2. Orientation meetings and visits
3. Newsletters and/or tip sheets for novice teachers
4. Seminars/Workshops (on curriculum and effective teaching practices)
5. Support sessions for novice teachers
 - a. Instruction, system, emotional, managerial, parental and disciplinary
6. Consultations with instructional coaches and other veteran teachers
7. Observations by instructional coaches or supervisors coupled with follow-up conferences
8. Opportunities to observe other teachers.
9. Learning communities at grade level and/or subject level
10. Release time/load reduction for novice teachers
11. Team teaching

Principals generally assign new teachers a "pal" to help them out with the first few weeks of school but we currently don't offer an organized training for mentor teachers. This grant would allow us to develop a more comprehensive mentor/mentee program and compensate mentor teachers with a \$500 stipend for each novice teacher assigned.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Every teacher has a yearly PDAS observation scheduled as well as at least one walkthrough per six weeks excluding the six weeks in which the PDAS observation takes place. The PDAS includes a self assessment which usually reflects Initiatives toward Improvement at the district or campus level. Domains one through four are addressed in the observation with the remaining five domains addressed in the summative conference. The district created walkthrough instrument includes identification of the initial instructor location in the room, the instructional arrangement of the classroom, alignment of instructional objective with the lesson, the instructional level of rigor, learner engagement, instructional strategies, effective routines and procedures, and evidence of best practices. The local walkthrough form was created utilizing the basics of the Fundamental Five by Sean Cain and Robert Marzano's Effective Strategies for Classroom. The document is a living document that is continually reviewed, discussed, and modified on an annual basis as needed.

Principals and Central office personnel conduct the walkthroughs and PDAS evaluations and address areas of weakness and concern for a campus or individual teacher throughout the year. Pre-observation meetings with teachers new to the district, or those with instructional or classroom management issues, emphasize the need for additional planning, preparation, and training. Post-observation meetings allow for the acknowledgement and promotion of strengths as well as weaknesses and the opportunity to "coach" a teacher to further develop their skills.

All walk-through observations (formative) and the annual PDAS (summative) evaluation are input into Eduphoria. This system will allow for campus and central office leadership to analyze data and work through noted strengths and weaknesses in each area of emphasis. With the addition of an instructional coach by campus, the instructional coach can work through the PLC (Professional Learning Communities) to target strengths and weaknesses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Although a PDAS observation is in a sense a "snapshot" on a certain day and time of domains one through four, other measures of a teacher's performance are used in their evaluation. Data will include walkthrough observations, student performance and growth now available in STAAR data, meaningful participation in meetings, professionalism, effective student and parent communication, classroom management and discipline, teamwork, and pursuit of personal professional growth. The observed integration of recent staff development can also be considered.

Campus principals evaluate classroom teachers, with central office staff contributing additional walkthrough data. Forty five minute PDAS observations are scheduled by day and time, and the majority of observations occur by the end of February in a school year to allow adequate time for summative conferences and determination of contract renewal. Summative conferences are held to "bookend" the self evaluation piece of the teacher's evaluation. The conference provides an opportunity to examine and reflect on areas of growth as well as plan for future professional development.

As PDAS domains are changed to teacher standards, the instructional coaches and district leadership team will be centered around the six proposed standards of:

- 1) Instructional Planning and Delivery
- 2) Knowledge of Students and Student Learning
- 3) Content Knowledge and Expertise
- 4) Learning Environment
- 5) Data-driven Practice
- 6) Professional Practices and Responsibilities

As the district and campuses look at the new teacher standards, campus committees consisting of department level leaders, academic planning team representatives, and district and campus leadership will meet to align instructional practice and evaluation measures to ensure quality and consistency.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, campuses hold monthly grade level or departmental meetings and staff meetings with the principal, counselor, and support staff in attendance.

During grade level or departmental meetings, data is reviewed, students are identified or monitored for Tier 1, 2, or 3 interventions, areas of weakness for the entire grade level or department are identified, and instructional strategies are shared to address those areas of weakness. This practice is productive and effective as a whole. However, being able to have an instructional coach on each campus will allow for the constant and consistent monitoring and implementation of needed strategies. Instructional coaches will have the flexibility to plan and collaborate on an "as needed" basis which decreases the loss of valuable instructional time which can occur when meeting on an interim basis.

The three instructional coaches will be encouraged to work together as a team even though each would be assigned to one campus. The three can work together to help teachers address campus improvement plans or activities in which teachers often need help and resources such as a "Family Math Night". Instructional coaches will have the insight, having been in many classrooms, to identify and work with master teachers who could share successful strategies that can be incorporated across grades and subjects. Weekly meetings will be scheduled with grade levels and the instructional coaches.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, we have professional development days both within the school week and during the summer. Planning for opportunities consist of the following analysis: 1) determine strengths and weaknesses based on staff survey responses, 2) determine needs based on student assessment data (both formal and informal – state tests and district benchmarks) 3) determine needs based on recommendations of the academic planning team, and 4) determine needs based on administrative team meeting discussions and recommendations. The district has one curriculum director who is also responsible for all of the federal programs, accountability, and special programs such as ESL, and GT. The curriculum director works closely with surrounding districts and the local education service center to provide high quality professional development opportunities for our teachers. This is still a constant challenge and obstacle. Our current distance to the educational service center is 55 miles one way with a significant amount of traffic which makes it difficult to arrive at the service center in under an hour and a half travel time. While our teachers, administrators, and curriculum director make the drive, the opportunities we could provide within the district to facilitate the use of instructional coaches would be significant. While we currently have one person that looks at needs, learning opportunities, and data; this would allow for four individuals to collaborate and divide responsibilities. Four people working on the mission and goals of the district will allow for greater instructional success and teacher leadership and growth.

Four years ago the district started utilizing Eduphoria for PDAS observations and walkthroughs. Administrators have had training through Lead Your School which has led to a focus of the Fundamental Five when looking at instructional practices. The current informal teacher appraisal (walkthrough) has been revised each year as we look at what an instructional snapshot should and could look like. Administrators use those to analyze information such as where teachers are when administrators enter the room, what instructional practices were being utilized, and what objectives are students learning. However, this information typically stays within the administrative team. The addition of an instructional coach will allow time to review the data by campus and by the district and make determinations on teacher-led instruction and instructional practices. An example of this is to look at 30 campus walkthroughs and determine that collaborative learning is only taking place 15% of the time. Once this analysis is completed, the instructional coach will work with the teachers to see if it is a knowledge break-down or a time factor. Once the “why” is established, the team can identify ways to make sure that learning is occurring throughout the classroom. The instructional coach will have the opportunity to discuss an analysis such as this in the weekly team meetings with the teacher(s) to provide real-time information for collaboration and results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our current practices for strategic compensation are to give certified secondary Math and Science teachers a \$1500 stipend. This helps in our high need areas to find qualified individuals. With the addition of the grant funds, the main purpose of the strategic compensation will be to fund three full-time instructional coaching positions that will have a very detailed job description to relate to teacher growth and student performance. With the addition of instructional coaches, we would have a need to compensate teachers for performing the task of grade level/department level leader. In order to ensure grant effectiveness, teacher collaboration, and teacher leadership growth, a compensation of a teacher stipend is needed. Teachers that are interested in becoming the grade level/department leader will be compensated for their leadership and commitment to the goals of the grant at \$1,000 each. In order to select the right candidates for the task, teachers will be asked in April to complete an application for the stipend position. The application will be aligned to the goals of the grant as well as the teacher's commitment to leadership and interpersonal relationships with the team. The grant writing committee of principals and the curriculum director will review the applicants and select the candidates to lead the teams/departments through the next two years of the grant with targeted goals and performance measures. Mentor teachers are another integral part of the plan. The district will pay mentor teachers a stipend of \$500 to guide the new teacher towards excellence. No single mentor would have more than 2 mentees.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Current recruitment and hiring processes are defined in Policy DC (Local):

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For Information related to the evaluation of criminal history records, see DBAA.]

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel.

Recruitment Process

HR Manager and Principals attend job fairs at local universities and local service centers annually.

Student teachers are placed from local universities and education preparation programs upon request and available supervising teacher with endorsement and proper class schedule.

Hiring Process

Vacant positions are submitted to Superintendent and posted upon approval. Certified positions are posted for a minimum of 10 work days. All positions are posted until filled.

All applicants must complete the online application. Hiring managers review the applications, qualifications, schedule interviews, contact references and make candidate recommendation to HR for hire.

The hiring manager (principal or director) selects committee members who discuss desired qualities, experience, and expertise. The committee develops interview questions and a teaching simulation activity. After the interviews, the committee scores and ranks candidates on the agreed-upon rubric and develops a rationale for employment of the top-ranked candidate.

HR verifies the candidate meets required qualifications and submits all paperwork to superintendent for review and signature. Certified candidate paperwork and qualifications are submitted to school board for review and hiring decision. Candidates must have provided HR with college transcripts prior to board submission.

Prior to initial hire, candidate must provide all required documentation as listed on job announcement to satisfy the position requirements.

New teachers attend a week long New Employment Orientation that is conducted primarily by the Director of Informational Services and the Director of Curriculum. Teachers learn about curriculum management, instructional software, management software, and complete technology competencies.

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, we have two book studies, one each semester, that are required of all new to the district teachers and are available to any other interested staff. These book studies are lead by the Superintendent and/or the Director of C&I, with monthly meetings for group discussion of the book.

Our principals regularly encourage staff members that are seeking administrative certification to participate in campus internships. We have two faculty members currently taking advantage of this program.

The district encourages teachers to attend state and/or national conferences or workshops at the ESC Region Service Centers that will impact student success. However, we do see that we need more follow-up so that information that they receive from attending can be disseminated to the particular campus, grade level or district as well. This summer, our Instructional Technologist will provide 10-15 days of training for teachers in a variety of areas within instructional technology by focusing on each campus's needs and the specific technology that is already in place.

With the addition of instructional coaches, we will be able to provide a career pathway into leadership for our teachers and community. As these three campuses only have one administrator on each campus, this will provide a much needed instructional leader for the campuses. The position will be a support position, but it is a position that will allow teachers to grow and develop into leaders, mentors, and professional development facilitators.

Also, the addition of department leaders will allow us to encourage our own teachers to take advantage of instructional leadership roles and develop leadership skills. The funds we currently have do not allow us to compensate teachers for their time to lead to their respective teams, so this role is more of an organizer/manager of activities for the team. We will change the perspective of a team leader to a department leader to lead teachers and align instructional practices within our school district. We will encourage our teachers to become mentors as a pathway to instructional leadership.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 094903

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school district is a low-funded district contiguous to districts with much higher per pupil revenue. Our teacher salaries are \$3,000 to \$10,000 lower than those of neighboring district in spite of a voter approved M&O tax rate of \$1.14, 7 cents higher than average. Many teachers stay with the district because of the family friendly environment, but many leave because of financial challenges and lack of infrastructure support. This grant will bolster classroom support and provide opportunities for professional leadership that will enhance retention of our staff. Our district is one of fifteen that was awarded 5 stars in the FAST rating indicating that we deliver high-quality education at a relatively low cost. We cannot continue to provide the high quality education without the additional funds to focus on educator excellence and innovation.

Student Achievement

Student achievement remains the constant need and focus. Without the addition of the grant funds, the district will not be able to provide content experts for instructional coaching. Teachers attend high quality professional development at the local service center, but until there is continual follow-up and support it is very challenging to maintain a high level of performance and consistency. The instructional coaches allow for the continual campus guidance and support for teachers on a daily basis. With one principal per campus and one central office administrator, it proves challenging to achieve adequate "face-time" with instructional needs and concerns of the campus teachers.

Demographic Shift

We have seen a significant shift in the demographics of our school district. While our demographics are changing, the need for on-campus instructional support is needed to close the gaps in achievement. While our overall results are good, we had two areas of performance last year in which there was a 20 percentage point gap between the performance of our white student population and the performance of our economically disadvantaged student population. This gap can be lessened by providing daily campus instructional support which cannot be accomplished without the addition of instructional coaches. Also, our advanced level indicators at the level needed. The instructional coaches will work tirelessly to lessen the achievement gaps and strengthen advanced performance measures.

Teacher Turnover/Retention

The district has a current turnover rate of 12.9 %, which was an increase from 2011-2012 when the turnover rate was 7.1%. While the district is slightly below the state average for teacher retention, we are small. Often times, teachers leave the district due to the demand of the workload and the instructional support. These funds will allow the district to hopefully retain high quality educators because they will be provided on campus support and access to an instructional coach. Everyone needs a coach to guide through, especially new teachers, and the funds will allow a small district to create a strong mentor program with continual access to a master teacher and best practices in education.

Teacher Evaluation/Professional Learning Communities

Our current system of PDAS and informal learning walks has flourished over the last two years. Campus administrators are in classrooms more than ever before in our district supporting instruction. Campus administrators do meet with teachers individually on issues noted in walkthroughs, however there is not a consistent plan in place to analyze learning walks and provide staff development. The district has focused on book studies and quality instruction, but the instructional coach and department level leaders will allow the district to dive into the analysis of walkthrough information and use that as a benefit to all teachers through weekly team meetings.

Strategic Compensation

The district is currently able to support secondary stipends for the high need areas of Math and Science. The addition of the grant funds will allow the district to hire three professionals to focus on instruction. The entire job focus will be on student and teacher learning. These positions cannot be funded out of our current district allocated funding. The funds will also allow campus master teachers towards a career pathway of leadership through department leadership roles. This will be a stipend position through grant funds to encourage excellence in leadership at the campus level.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 094903

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Integrated Timeline for Steps of Educator Excellence Innovation Plan:

April 2014

Post, advertise, and hire 3 campus level instructional coaches
Create needs assessment of current instructional practices

May 2014

Create annual professional development calendar around student and teacher needs for 2014-2015 school year

June 2014

Select campus department leaders
Begin professional learning communities training and implementation
Create new teacher induction/mentor program goals

July 2014

Advertise and select campus department leaders

August 2014

Create professional learning communities on each campus
Assign campus mentors to new teachers
Support to new teachers by Instructional coach

September 2014

Begin working on instructional practices alignment document

January 2015

Finalize a working draft of aligned best practices document

February 2015 – August 2016

Maintain all elements of the plan listed above

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial team met in December to discuss the goal of the grant and the timeline. Teacher representatives from the District Academic Planning team met in January to review the proposed Executive Summary of the grant and discuss questions and concerns. The teachers in attendance represented one per grade level of the grant affected personnel, one special programs teacher, and district and campus level administrators. At the conclusion of the meeting, each teacher and principal signed attestations stating that they agreed with the goals of the grant and that they were signing the attestation on behalf of all the teachers in his/her respective grade level.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP will be limited to 3 of the 4 campuses in our district. The list of campuses that will participate are:

Navarro Elementary School
Navarro Intermediate School
Navarro Junior High School

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